Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anchor Text: Half Chicken

Tic Tac Toe

Directions: After reading, ***Half Chicken*** choose **three** activities to do. Complete one from each category **(Vocabulary/Spelling, GRAMMAR, and COMPREHENSION).** Mark your choices with X’s or O’s. Staple your completed work together & return it to school.

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| **Vocabulary/Spelling**  Read and listen to someone else read spelling words. Create a tree map title Suffixes + base word with two branches (re- & un-). Write the spelling words under the correct branch. Underline the base words. Circle the suffixes. | **Vocabulary/Spelling**  Look each vocabulary word up in the glossary in the back of the reading book. Read the definition. Create a chart with three columns and 8 rows. In the first column write the vocabulary word. In the second column write the guidewords from the glossary page. In column three rewrite the definition in your own words. | **Vocabulary/Spelling**  Write your spelling words in ABC order ***BACKWARDS*** (Z-A). Then write a paragraph describing how the words are similar and different. |
| **GRAMMAR**  Adjectives are words that describe nouns. Create a bubble map with a character from the story in the middle. Create the smaller bubbles using only adjectives. Hint: adjectives can describe how something looks, tastes, smells, feels, sounds, or how many of something. | **GRAMMAR**  Write your own folktale. Use all eight vocabulary words. Have a parent proof read your story. Start each sentence with a capital. End each sentence with correct punctuation. Highlight each vocabulary word in the story. Bonus: Use spelling words in the story. | **GRAMMAR**  **Create a tree map with 2 branches titled Nouns. Choose 12 nouns from the story. Write the nouns under the appropriate branch.**  Highlight plural nouns  Nouns  Singular Plural  bird friends  chick cows |
| **COMPREHENSION**  Reread Half Chicken. Use p. 312-313, draw & complete the Cause and Effect chart. Use words and pictures from the story as text evidence. | **COMPREHENSION**  Chose two pages from the story to reread. Write sentences to answer the questions: Who? Did what? When? Where? & Why? | **COMPREHENSION**  Read the Lion and the Mouse p.336-339. Create a Venn Diagram for Half Chicken & The Lion and the Mouse. Identify the lessons learned in each story. In the middle describe how the stories are the same. same  different  different |

**Vocabulary Words:**

*Tumbling, swift, flung, tangled, peacefully, empty, steam, blazed*

**Spelling Sound Words:**

**Unhappy, unlike, retell, untangle, unpack, unkind, reread, repaint, refill, unlock, replay, remake**

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**Super Second Grade Mission 24:**

* **Read & listen to grade level articles. Identify the main idea & details (Lesson of a folktale).**
* **Retell story events correctly and ask & answer questions about texts/stories (Who, What, When, Where Why).**
* **Recognize nouns as being singular and plural.**
* **Identify, generate and accurately use adjectives to describe nouns.**
* **Recognize, spell, and define words that use suffixes (spelling words). How does a suffix change the word’s meaning?**
* **Read and use appropriate vocabulary to write a narrative story.**
* **Fluently add and subtract math problems equaling 0-20 (3 seconds per problem).**
* **Fluently add and subtract math problems equaling between 0-1000, regrouping as needed.**
* **Understand that an equal sign means that both sides are balanced (equal the same number, 6=6 or 3+3=2+4).**
* **Accurately identify, count and complete word problems using money (coins & bills).**
* **Complete “measurement” word problems using numbers, pictures, & words to explain your answers.**
* **Complete multi-step math problems using numbers, pictures, and words to explain your answer.**

Assignments:

**Reading/ELL & Spelling:** Complete 3 tasks from the TIC TAC TOE board (one from each category). Study spelling sound patterns. We will have assessments on Friday.

**Math:** Practice math problems using flash cards and fluency page. Please use a dry erase marker & page protector (don’t write on the actual paper).